

Summerville Elementary

835 South Main Street
Summerville, South Carolina 29483

Grades	PK-5 Elementary School	
Enrollment	835 Students	
Principal	Dr. E. Eugene Sires	843-873-2372
Superintendent	Joseph R. Pye	843-873-2901
Board Chair	Bufort "Bo" Blanton	843-873-8454

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
8	48	19	0	0

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

YES

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Good	Average	N/A
2003	Good	Below Average	No
2004	Good	Below Average	Yes
2005	Good	Below Average	Yes

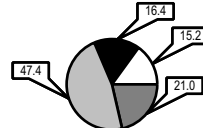
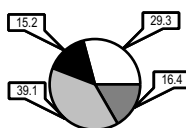
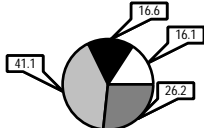
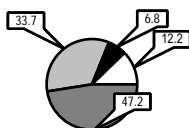
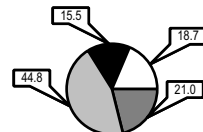
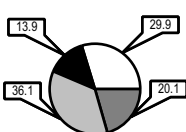
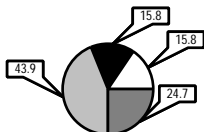
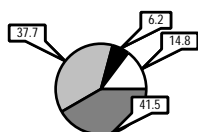
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

95.8%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	442	100.0	12.2	33.7	47.2	6.8	66.3	Yes	Yes
Gender									
Male	228	100.0	14.7	37.4	42.2	5.7	61.6		
Female	214	100.0	9.6	29.8	52.5	8.1	71.2		
Racial/Ethnic Group									
White	273	100.0	6.5	28.0	55.6	10.0	76.6	Yes	Yes
African American	160	100.0	23.4	45.4	29.8	1.4	45.4	Yes	Yes
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	387	100.0	8.0	33.5	51.0	7.5	71.2		
Disabled	55	100.0	43.8	35.4	18.8	2.1	29.2	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	442	100.0	12.2	33.7	47.2	6.8	66.3		
English Proficiency									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	440	100.0	12.3	33.9	46.9	6.9	66.1		
Socio-Economic Status									
Subsidized meals	168	100.0	24.0	42.7	31.3	2.0	46.7	Yes	Yes
Full-pay meals	274	100.0	5.4	28.6	56.4	9.7	77.6		

Mathematics – State Performance Objective = 36.7%									
All Students	442	100.0	16.1	41.1	26.2	16.6	60.6	Yes	Yes
Gender									
Male	228	100.0	15.2	45.0	24.2	15.6	58.3		
Female	214	100.0	17.2	36.9	28.3	17.7	63.1		
Racial/Ethnic Group									
White	273	100.0	9.2	35.6	31.4	23.8	72.0	Yes	Yes
African American	160	100.0	29.1	50.4	17.7	2.8	39.0	Yes	Yes
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	387	100.0	10.0	42.4	29.1	18.6	66.8		
Disabled	55	100.0	62.5	31.3	4.2	2.1	14.6	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	442	100.0	16.1	41.1	26.2	16.6	60.6		
English Proficiency									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	440	100.0	16.0	41.3	26.0	16.7	60.7		
Socio-Economic Status									
Subsidized meals	168	100.0	28.7	49.3	18.7	3.3	39.3	Yes	Yes
Full-pay meals	274	100.0	8.9	36.3	30.5	24.3	73.0		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	442	100.0	29.3	39.1	16.4	15.2	31.5
Gender							
Male	228	100.0	32.7	37.9	16.1	13.3	29.4
Female	214	100.0	25.8	40.4	16.7	17.2	33.8
Racial/Ethnic Group							
White	273	100.0	18.4	39.1	19.9	22.6	42.5
African American	160	100.0	49.6	39.0	9.2	2.1	11.3
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	387	100.0	22.7	42.4	18.0	16.9	34.9
Disabled	55	100.0	79.2	14.6	4.2	2.1	6.3
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	442	100.0	29.3	39.1	16.4	15.2	31.5
English Proficiency							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	440	100.0	29.2	39.1	16.5	15.2	31.7
Socio-Economic Status							
Subsidized meals	168	100.0	48.7	40.0	8.0	3.3	11.3
Full-pay meals	274	100.0	18.1	38.6	21.2	22.0	43.2

Social Studies							
All Students	442	100.0	15.2	47.4	21.0	16.4	37.4
Gender							
Male	228	100.0	15.2	46.4	22.7	15.6	38.4
Female	214	100.0	15.2	48.5	19.2	17.2	36.4
Racial/Ethnic Group							
White	273	100.0	7.7	46.0	23.4	23.0	46.4
African American	160	100.0	29.8	49.6	16.3	4.3	20.6
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	387	100.0	10.8	47.4	23.8	18.0	41.8
Disabled	55	100.0	47.9	47.9	0.0	4.2	4.2
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	442	100.0	15.2	47.4	21.0	16.4	37.4
English Proficiency							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	440	100.0	15.2	47.2	21.1	16.5	37.6
Socio-Economic Status							
Subsidized meals	168	100.0	30.0	52.7	12.7	4.7	17.3
Full-pay meals	274	100.0	6.6	44.4	25.9	23.2	49.0

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	138	100.0	11.9	17.0	58.5	12.6	71.1
	4	148	99.3	12.7	41.5	42.3	3.5	45.8
	5	147	100.0	14.1	51.4	31.7	2.8	34.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	133	100.0	4.7	25.0	56.3	14.1	70.3
	4	150	100.0	16.2	36.0	43.4	4.4	47.8
	5	159	100.0	15.2	39.3	42.8	2.8	45.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	138	100.0	17.8	45.9	28.9	7.4	36.3
	4	148	100.0	13.4	46.5	21.8	18.3	40.1
	5	147	100.0	15.5	35.9	23.2	25.4	48.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	133	100.0	11.7	53.9	23.4	10.9	34.4
	4	150	100.0	22.8	29.4	37.5	10.3	47.8
	5	159	100.0	13.8	40.7	17.9	27.6	45.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	133	100.0	30.5	44.5	17.2	7.8	25.0
	4	150	100.0	26.5	39.7	22.1	11.8	33.8
	5	159	100.0	31.0	33.8	10.3	24.8	35.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	133	100.0	11.7	51.6	25.0	11.7	36.7
	4	150	100.0	14.7	48.5	22.8	14.0	36.8
	5	159	100.0	18.6	42.8	15.9	22.8	38.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 835)				
First graders who attended full-day kindergarten	94.7%	Down from 95.5%	100.0%	100.0%
Retention rate	2.4%	Up from 1.9%	2.5%	3.0%
Attendance rate	96.0%	Down from 96.4%	96.5%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	4.3%	Up from 3.9%	3.3%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	4.1%	Down from 4.2%	2.6%	3.2%
Eligible for gifted and talented	23.3%	Down from 25.8%	18.6%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	6.3%	Down from 6.5%	7.7%	8.2%
Older than usual for grade	0.5%	Up from 0.1%	0.7%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.7%	Up from 1.2%	0.0%	0.0%
Teachers (n= 55)				
Teachers with advanced degrees	56.4%	Up from 48.2%	54.3%	52.6%
Continuing contract teachers	96.4%	Up from 94.6%	84.6%	83.3%
Highly qualified teachers	90.2%	Down from 91.7%	93.6%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	87.7%	Down from 89.6%	88.4%	87.0%
Teacher attendance rate	95.5%	Up from 95.4%	94.9%	95.0%
Average teacher salary	\$43,945	Up 3.7%	\$42,722	\$41,703
Prof. development days/teacher	9.1 days	Down from 9.9 days	12.0 days	12.8 days
School				
Principal's years at school	23.0	Up from 22.0	5.0	4.0
Student-teacher ratio in core subjects	18.6 to 1	No change	19.9 to 1	18.8 to 1
Prime instructional time	90.8%	Up from 90.6%	90.2%	89.8%
Dollars spent per pupil*	\$6,309	Down 2.7%	\$5,765	\$6,242
Percent of expenditures for teacher salaries*	64.4%	Down from 64.6%	66.9%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 98.5%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	No change	Excellent	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	91.0%		89.4%	
Highly qualified teachers in high poverty schools	N/A		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Summerville Elementary School is located in the heart of Summerville, South Carolina. Built in 1954, Summerville Elementary has maintained a child-centered atmosphere throughout our 50-year history. SES has been recognized as a National Blue Ribbon School, Palmetto's Finest, a School of Promise, a Red Carpet School, and an exemplary school for both our reading and writing programs.

Upon entering Summerville Elementary School, parents, teachers, and community members immediately recognize our inviting atmosphere and report that they feel "right at home." Indeed the atmosphere at our school is friendly, warm, and unique. One of our most recognizable characteristics is our Petting Zoo of barnyard animals. We keep our parents and the community well informed through our weekly newsletter, school Web site, and monthly school functions such as: Family Night Suppers, Open House, Meet the Teacher, Open Media Center, Winter Learning Carnival, and Parenting Fairs.

Summerville Elementary School teachers diligently plan lessons to address a challenging standards-based curriculum. Effective programs maximize student learning such as our district literacy model that provides balanced literacy instruction for all students including daily instruction in grade level, differentiated instruction, fluency, word study, and writing. Special reading programs maximize early instruction such as FARM for kindergarteners, EAGLE for first and second graders, and HOSTS mentoring program for second and third graders. Our HOSTS program is nationally recognized as an outstanding program that involves 168 community members who mentor at our school once every week. Our school maintains the belief that reading and the enjoyment of reading will create lifelong learners.

Our school faces the daily challenge to help our students improve in math and science. Math instruction is supplemented and enriched by programs such as TERC and AIMS. Science instruction is made real to our students through the use of FOSS and STC Science Kits. Individualized computer tutorials are provided to third, fourth, and fifth grade students. All students receive weekly technology instruction in our computer lab.

Another challenge that our school faces relates to a better understanding of the changes in our student population. In 2003-04, Summerville Elementary met all Adequate Yearly Progress (AYP) objectives. Although we have successfully achieved this goal, the faculty and staff strive to maintain this standard of excellence. Our administrative team constantly provides our faculty with opportunities for growth and development. Our entire faculty has been trained in brain research and compatible learning strategies. During the summer of 2005 the SES faculty participated in a workshop where they learned strategies to help our faculty understand the changes in our student population. Our motto, "Where Children Come First," promotes a school environment, which encourages our students to grow and become productive, responsible and caring citizens.

E. Eugene Sires EdD, Principal
Wendy Rourk, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	59	138	90
Percent satisfied with learning environment	100.0%	86.2%	95.6%
Percent satisfied with social and physical environment	94.9%	84.1%	92.0%
Percent satisfied with school-home relations	93.1%	89.8%	85.4%

*Only students at the highest elementary school grade level at this school and their parents were included.